

South Hamilton CSD
Evaluation Document

1. Demonstrates ability to enhance academic performance and support for implementation of the school district's student achievement goals.						
Criteria	Descriptors	Data Points	(4)	(3)	(2)	(1) N/A
a. Provides evidence of student learning to students, families and staff.	<ul style="list-style-type: none"> Documents student learning with meaningful measures using data that is understandable and shares individual and classroom goals and results with students, families and staff members. Uses multiple artifacts, including achievement trends for local standards and benchmarks, to document and provide evidence of student learning to students, families and staff members. Plans parent conferences so his/her teacher and learning objectives have the greatest likelihood of serving the student's best interests. Provides written and oral feedback that is personal, specific and prompt. 	<ul style="list-style-type: none"> Report cards, conferences, checklists, portfolios, journals, progress reports, IEP's, Dibels results 				
b. Implements strategies supporting student, building, and district goals	<ul style="list-style-type: none"> Knows the short and long-range building and district goals for student learning and implements classroom instructional strategies that clearly align with these established goals. Effectively communicates these goals and accomplishments to various constituents including students, parents, and colleagues. 	<ul style="list-style-type: none"> PALS, comprehensive growth plan 				
c. Uses student performance data as a guide for decision making	<ul style="list-style-type: none"> Uses performance data such as achievement scores, individual products, writing samples, and teacher made tests to profile student learning. Analyzes these and other data to make decisions regarding student progress and bases curricular and instructional decisions on student performance data. Uses individual student's performance data to make decisions about individual student needs. 	<ul style="list-style-type: none"> Dibels, PALS grouping, ITBS data, CBM data used to guide decisions 				

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d. Accepts and demonstrates responsibility for creating a classroom culture that supports the learning of every student.	<ul style="list-style-type: none"> • Develops and communicates a clear “big picture” to motivate students to make positive choices regarding their own learning and acts in accordance with the belief that all students can learn. • Encourages students to work cooperatively as well as independently and includes students in decision making when appropriate. 	<ul style="list-style-type: none"> • Classroom rules, • observations, • varied teaching methods, • differentiated instruction, • group and individual instruction, • student handbook 					
e. Creates an environment of mutual respect, rapport, and fairness.	<ul style="list-style-type: none"> • Demonstrates clear expectations of developing responsible, self-directed learners, models acceptance of all students based on awareness of individual student differences, • avoids using ridicule and sarcasm with students. • Facilitates students’ cooperating and respect as well as responsibility for their work. 	<ul style="list-style-type: none"> • Posted classroom rules followed, • clear directions, • consistent expectations, • management plan 					
f. Participates in and contributes to a school culture that focuses on improved student learning.	<ul style="list-style-type: none"> • Develops strategies with colleagues who share responsibility for a student(s) to increase the likelihood of success and engages in active inquiry with colleagues about the school’s fulfillment of instructional goals. • Provides opportunities for families and community members to take an active role in the classroom, the school, and the school district. • Accepts personal responsibility for nurturing the school as a community of learners. 	<ul style="list-style-type: none"> • Learning team attendance logs & notes, • grade level or curriculum area meetings, • in-service contributions 					
g. Communicates with students, families, colleagues, and communities effectively and accurately	<ul style="list-style-type: none"> • Demonstrates professionalism and self-confidence in routine circumstances and eases stressful situations when they occur. • Uses appropriate spelling, grammar, mechanics and style and varies vocal cues, rate, and volume. • Demonstrates and leads quality discussions. 	<ul style="list-style-type: none"> • Active committee membership, • newsletter articles, • informal notes to parents, • progress report, • letter of introduction / welcome 					

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2. Demonstrates competence in content knowledge appropriate to the teaching position.						
Criteria	Descriptors	Data Points	(4)	(3)	(2)	(1) N/A
a. Understands and uses key concepts, underlying themes, relationships, and different perspectives related to the content area	<ul style="list-style-type: none"> Knows the content that supports district standards and benchmarks assigned in the grade level courses and Uses an integrative approach for content that supports those local standards and benchmarks. Incorporates accurate content knowledge into instruction aligned with the local content standards and benchmarks. Locates and uses multiple resources to expand subject matter beyond manuals, texts, and curriculum guides. 	<ul style="list-style-type: none"> Lesson plans, supplemental resources, learning centers, assessments, student success on unit/district tests, demonstrates enhancement of teacher manual 				
b. Uses knowledge of student development to make learning experiences in the content area meaningful and accessible for every student.	<ul style="list-style-type: none"> Knows the content appropriate to the learner needs and selects meaningful instructional objectives aligned with those students' learning needs. Provides significant, challenging, varied, and appropriate learning goals designed to meet the learning needs of each student. Knows when it is appropriate to use adaptations and accommodations to meet individual student needs, including curriculum compacting, enrichment, and acceleration. Uses appropriate assessment techniques to assess the learning experiences provided in the classroom. Technology is integrated as appropriate to student intellectual and physical development. 	<ul style="list-style-type: none"> Lesson plans, varied teaching methods differentiated instruction appropriate ability grouping, student contracts IEP data collection Modified tests Modified assignments 				

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c. Relates ideas and information within and across content areas.	<ul style="list-style-type: none"> Organizes curricular materials to facilitate understanding of central themes, concepts, and skills. Knows the content taught at grade levels below and above the current grade level taught Relates ideas and information within and across curricular areas to assist or facilitate student understanding. knows when appropriate technology can be used to assist student application of knowledge and skills across content areas. 	<ul style="list-style-type: none"> Lesson plans, thematic units, cross-curricular lessons/units, assessment rubrics 					
d. Understands and uses instructional strategies that are appropriate to the content area.	<ul style="list-style-type: none"> Knows when and how a variety of instructional strategies can be used in the content area to improve student learning and uses those strategies as appropriate. Knows which strategies are developmentally appropriate for various groups of students and applies that knowledge as needed. Integrates the use of technology as an instructional strategy when it supports and enhances learning for the content area. 	<ul style="list-style-type: none"> Lesson plans, differentiated instruction, varied teaching approaches, Uses critical/higher order thinking skills, peer tutoring 					

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3. Demonstrates competence in planning and preparing for instruction							
Criteria	Descriptors	Data Points	(4)	(3)	(2)	(1)	N/A
a. Utilizes student achievement data, local standards, and the district curriculum in planning for instruction.	<ul style="list-style-type: none"> • Designs and uses a variety of instructional strategies and classroom materials that align with local content standards, benchmarks, and district curricular expectations. • Uses these local content standards and benchmarks to determine what students should know and be able to do. • Analyzes individual student and classroom achievement data to determine the sequencing of and adjustments to instruction. 	<ul style="list-style-type: none"> • Lesson plans, • IMSeries, • checkout log of student records, • reviews ITBS and probe results prior to school year, • Uses Dibels results, Accelerated math, AR results 					
b. Sets and communicates high expectations for social, behavioral, and academic success of all students.	<ul style="list-style-type: none"> • Establishes classroom goals for social, behavioral and academic success • Develops classroom routines to support classroom goals. • Provides feedback to students and routinely assesses their progress toward these goals. 	<ul style="list-style-type: none"> • Observations, • participation in learning teams, • TAT participation, • letters to parents, • phone log, • P-T conferences 					
c. Uses students' developmental needs, background, and interests in planning for instruction.	<ul style="list-style-type: none"> • Seeks and collects information to understand students' needs and interests for use in planning and designs and uses lessons/units that provide for varied student learning needs. • Incorporates multiple levels of thinking and conceptualization into planning for instruction • Incorporates multiple mechanisms for students to attain knowledge and skills in varied modalities. • Undertakes interventions or modifications to curriculum based on students' abilities 	<ul style="list-style-type: none"> • Intervention folders, • cum folder review, • TAT's, • lesson plans, • Colors survey's, • modeling behavior • IEPs 					

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d. Selects strategies to engage all students in learning	<ul style="list-style-type: none"> • Knows or actively seeks instructional strategies that produce increased student learning. • Plans for a variety of types of effective instructional strategies, facilitation techniques, and classroom activities that actively engage students in learning. • Organizes content in a manner that facilitates each student's construction of his/her learning • Incorporates inquiry methods to encourage critical and creative thinking. • Plans for adjustments in instruction to meet student learning needs based on the assessment of student progress. 	<ul style="list-style-type: none"> • Lesson plans, • IMSeries • Colors strategies 					
e. Uses available resources, including technologies, in the development and sequencing of instruction.	<ul style="list-style-type: none"> • Integrates resources in developing and sequencing instruction that are appropriate to the content, to curriculum alignment, and to students' prior learning. • Uses challenging resources that are mentally, visually, aurally, and kinesthetically stimulating and integrates the use of technology as a curricular support when appropriate. • Assesses students' use of technological resources before integrating into student expectations. 	<ul style="list-style-type: none"> • Lesson plans, • IMSeries, • multi media presentations, • computer lab use, • AEA lending library log, • field trips, • use of community resources 					

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4. Uses strategies to deliver instruction that meet the multiple learning needs of students.							
Criteria	Descriptors	Data Points	(4)	(3)	(2)	(1)	N/A
a. Aligns classroom instruction with local standards and district curriculum.	<ul style="list-style-type: none"> Follows district course guides or approved curriculum in writing lesson plans or delivering instruction Works collaboratively to develop and maintain standards, benchmarks, and performance assessments for student achievement. Implements classroom instructional strategies that support the achievement of district standards and benchmarks. 	<ul style="list-style-type: none"> IMSeries, lesson plans, 					
b. Uses research-based instructional strategies that address the full range of cognitive levels.	<ul style="list-style-type: none"> Uses instructional strategies that are effective for students at varied cognitive levels and is able to adjust strategies during instruction to meet student learning needs. Uses questioning techniques that foster classroom discussion to increase student knowledge and skills and monitors students' learning. 	<ul style="list-style-type: none"> Lesson plans, progress monitoring, differentiated instruction, varied instructional strategies, observation, journaling 					

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c. Demonstrates flexibility and responsiveness in adjusting instruction to meet student needs.	<ul style="list-style-type: none"> • Uses appropriate curriculum, instruction, and assessments to accommodate individual needs and uses analysis of student learning before and after instruction to make instructional decisions. • Adjusts instructional strategies as needed to meet student learning needs for remediation, differentiation, and extension for standards and benchmarks attainment. • Instruction is paced to optimize effective learning by all students, provide clear directions, clarify when students are confused and use spontaneous events as a teaching and learning opportunity. • Provides all students with success by undertaking interventions or making modifications. 	<ul style="list-style-type: none"> • Lesson plans, • differentiated instruction, • IEP /504 meetings, • TAT's, • student survey's, 					
d. Engages students in varied experiences that meet diverse needs and promote social, emotional, and academic growth.	<ul style="list-style-type: none"> • The teacher uses individual, cooperative, and whole class instruction to promote maximum student participation and uses instructional materials that are mentally engaging to the student. 	<ul style="list-style-type: none"> • Lesson plans, • interest inventories, • field trips taken, • observation, • community service projects, • learning styles inventory 					

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e. Connects students' prior knowledge, life experiences, and interests in the instructional process.	<ul style="list-style-type: none"> • Draws on the prior knowledge, life experience, interest and language of students during instruction. • Prepares students for learning by providing classroom structure, stimulating interest, and forming a relationship to prior learning. • Identifies for learners the connections and potential applications of curriculum to real-life issues and problems. • Assigns in-class and homework tasks that provide students with links or transition to life experiences and interests. 	<ul style="list-style-type: none"> • Pre-tests, • interest inventories, • articulation work with other staff, • lesson plans 					
F. Uses available resources, including technologies, in the delivery of instruction	<ul style="list-style-type: none"> • Provides classroom settings and activities that are mentally, visually, aurally, and kinesthetically stimulating and uses resources that are appropriate to the content, and to students' prior learning. • Encourages students' use of technological resources and integrates the use of technology as an instructional support when appropriate. 	<ul style="list-style-type: none"> • Lesson plans, • AEA resources checkout, computer lab use 					

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5. Uses a variety of methods to monitor student learning.							
Criteria	Descriptors	Data Points	(4)	(3)	(2)	(1)	N/A
a. Aligns classroom assessment with instruction.	<ul style="list-style-type: none"> • Uses classroom assessments that reflect multiple ways by which students can demonstrate knowledge and skills • Uses assessment strategies that are aligned to instructional goals. • Accepts the primary responsibility for ongoing classroom assessment of the local standards and benchmarks appropriate to his/her classroom. • Continually monitors student progress toward the attainment of instructional objectives • 	<ul style="list-style-type: none"> • Dibels, • PALS, • checklists, • rubrics, • book made tests, • teacher made tests, • lesson plans addressing S&B, • IMSeries • IEP goals and objectives 					
b. Communicates assessment criteria and standards to all students and parents.	<ul style="list-style-type: none"> • Communicates learning expectations and assessment criteria in terms of district curriculum. • Establishes, with students, and parents, realistic goals for individual improvement on student achievement and tracks achievement data over time to clearly communicate student progress. • Assessment information provided to students and parents is clear and makes sense and defines what "success" is • Understands and communicates what performance levels or proficiency levels mean to all students and parents. 	<ul style="list-style-type: none"> • Report cards, • outcomes posted, • progress reports, • syllabus, • rubrics, • phone log, • P-T conferences, • notes home • IEP meetings 					

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c. Understands and uses the results of multiple assessments to guide planning and instruction.	<ul style="list-style-type: none"> • Uses student achievement information from a variety of sources for decision making. • Continually analyzes assessment information for alignment with student expectations and ongoing classroom observation to adjust instruction. • Determines the types of student responses (essay, T/F, multiple choice, project, etc.) that best align with the goals for instruction and provide individual instruction and assistance to students in need. 	<ul style="list-style-type: none"> • Tests, classroom assessments, • ITBS & ITED data, • probes, • Dibels, • PALS, • Informal reading inventories, • pre-tests 					
d. Guides students in goal setting and assessing their own learning.	<ul style="list-style-type: none"> • Involves students in establishing goals for learning and helps students to understand and monitor their own learning goals. • Works with student to gather and monitor information on their progress and assists student in analyzing their own learning progress through meaningful measures and conferencing with the student. 	<ul style="list-style-type: none"> • Student goal sheets, • progress monitoring, • student attendance at conferences, • Star math, • portfolio's • Student led conferences 					
e. Provides substantive, timely, and constructive feedback to students and parents.	<ul style="list-style-type: none"> • Provides written and oral feedback which is personal, specific and prompt. • Maintains accurate records about each student's progress, • Provides adequate feedback to students and parents so it is clear what students have learned and what still needs to be learned. • Maintains positive parental rapport and/or contacts parents in a variety of ways. • Celebrates increased student achievement with students and parents. 	<ul style="list-style-type: none"> • Progress reports, • students work samples that have been critiqued, • Accelerated math reports, • report cards, • assignment books, • progress monitoring 					
f. Works with other staff and building and district leadership in analysis of student progress.	<ul style="list-style-type: none"> • Engages in collaborative study of student learning data and uses these data to design instruction on student learning needs. • Exchanges information about student learning with students, families, and school personnel who share the responsibility for the student. 	<ul style="list-style-type: none"> • School Improvement team membership (<i>participation</i>), • action teams logs, • Dibels team log, • PALS team logs 					

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6. Demonstrates competence in classroom management.							
Criteria	Descriptors	Data Points	(4)	(3)	(2)	(1)	N/A
a. Creates a learning community that encourages positive social interaction, active engagement, and self-regulation for every student.	<ul style="list-style-type: none"> Creates and communicates clear expectations for individual student interaction, engagement, self-regulation, collaboration and self-reliance Students are taught to become responsible and self-directed, consistent with students' developmental needs. Interacts with students in a respectful and appropriate manner Creates a classroom with a climate of respect for all. 	<ul style="list-style-type: none"> Posted classroom rules, observations, management plan, welcome letter 					
b. Establishes, communicates, models, and maintains standards of responsible student behavior.	<ul style="list-style-type: none"> Clearly communicates guidelines for responsible student behavior Instructs students about behavioral expectations and appropriate social skills. Maintains consistent and clear expectations and accountability and models positive social skills to students while providing opportunities for students to practice those skills. 	<ul style="list-style-type: none"> Established and communicated classroom rules, observation, 					
c. Develops and implements classroom procedures and routines that support high expectations for learning.	<ul style="list-style-type: none"> Consistently implements management techniques that create an engaging learning environment and make behavioral modifications in specific situations to support individual learning needs. Develops and implements schedules, timelines, procedures, and routines to support high expectations for learning. 	<ul style="list-style-type: none"> Schedules, lesson plans, syllabus, project requirements 					
d. Uses instructional time effectively to maximize student achievement.	<ul style="list-style-type: none"> Develops and implements classroom procedures and routines that optimize learning time. Instructional time is used effectively and productively for maximum student engagement with tasks. 	<ul style="list-style-type: none"> Student engagement observed, learning centers, student/teacher interaction, 					

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e. Creates a safe and purposeful learning environment.	<ul style="list-style-type: none"> Creates a classroom setting that is safe and provides an accessible learning environment for all students. Insists upon fairness and respect as elements in each interpersonal relationship and encourage each student to be self-reflective. Organizes space, time, materials, and students for effective instruction. Provides learning opportunities for students to become responsible, self-reliant, and collaborative. Create opportunities for students to make decisions appropriate to students' developmental levels. 	<ul style="list-style-type: none"> Classroom design, classroom rules, emergency signs posted, daily opening, post daily assignments schedule 					
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7. Engages in professional growth.							
Criteria	Descriptors	Data Points	(4)	(3)	(2)	(1)	N/A
a. Demonstrates habits and skills of continuous inquiry and learning.	<ul style="list-style-type: none"> Actively pursues opportunities for learning embedded in daily experiences and Engages in formal learning opportunities to increase his/her repertoire of knowledge and skills. Demonstrates up-to-date knowledge in curriculum content instructional strategies. Routinely reflects on his/her practices. Consistently reads current educational journals and other professional literature. 	<ul style="list-style-type: none"> Writes realistic improvement goals, learning team contributions, welcomes constructive feedback, attends conferences & workshops 					
b. Works collaboratively to improve professional practice and student learning.	<ul style="list-style-type: none"> Collaborates with others to improve their teaching and their students' learning and supports joint efforts for the improvement of instruction. Contributes experience and ideas toward the continuing development of the school/district as a learning community Builds relationships that enable them to become valuable members of the school community. Plans lessons, rehearses strategies, demonstrates strategies, and observes with a mentor and/or peer coaching partner. 	<ul style="list-style-type: none"> Participates in team/staff meetings, TAT's, learning teams, staff development opportunities 					
c. Applies research, knowledge, and skills from professional development opportunities to improve practice.	<ul style="list-style-type: none"> Integrates his/her working knowledge of psychology (human development and motivation), sociology (organizational membership), pedagogy (instructional strategies) and subject matter to construct a coherent educational philosophy. Researches ideas, knowledge, and skills are tried in the context of best practices. Monitors the implementation and effect of using new learning within the classroom. 	<ul style="list-style-type: none"> Lesson plans, classroom observation apply brain based research in lessons 					

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d. Establishes and implements professional development plans based upon the teacher needs aligned to the Iowa Teaching Standards and district/building student achievement goals.	<ul style="list-style-type: none"> • Collaborates in the development of their own professional development plan to meet district/building goals. • Suggestions are elicited about his/her teaching and adapt his/her teaching to new ideas, findings, ideals, and theories. • Routinely participates and contributes to collective study with colleagues in order to implement district career plans and uses data about student performance and his/her practice to design individual career development plans. 	<ul style="list-style-type: none"> • Professional growth plan, • School Improvement Team participation 					
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8. Fulfills professional responsibilities established by the school district.							
Criteria	Descriptors	Data Points	(4)	(3)	(2)	(1)	N/A
a. Adheres to board policies, district procedures, and contractual obligations.	<ul style="list-style-type: none"> • Demonstrates professional commitment and respects the contractual requirements of his/her employment. • Upholds and enforces school rules. • Accepts responsibility for his/her mental, and physical well being. 	<ul style="list-style-type: none"> • Personal file, • no infractions, • required paperwork done on time, • comes to work on time, 					
b. Demonstrates professional and ethical conduct as defined by state law and individual district policy.	<ul style="list-style-type: none"> • Presents himself/herself to the school and community in a manner that elicits respect • Complies with state laws defining the profession. • Respects confidentiality of students. 	<ul style="list-style-type: none"> • No confirmed infractions, • written reprimands, • child abuse & mandatory reporter certification in file 					
c. Contributes to efforts to achieve district and building goals.	<ul style="list-style-type: none"> • Participates in district sponsored staff development • Participates in curriculum committees • Collaborates with colleagues in school improvement efforts for building and district goals • Cooperates with school personnel. 	<ul style="list-style-type: none"> • Contributions to learning teams, staff meeting and in-services, 					
d. Demonstrates an understanding of and respect for all learners and staff.	<ul style="list-style-type: none"> • Promotes cooperation and respect with students and staff. • Establishes positive student rapport. • Maintains positive peer relationships. • Respects different values and beliefs other than one's own and works to ensure that all students are treated fairly. • Functions effectively in situations that require differing approaches and understanding of differing family and community contexts. 	<ul style="list-style-type: none"> • Observation of student treatment, • comments from staff 					

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e. Collaborates with students, families, colleagues, and communities to enhance student learning.	<ul style="list-style-type: none"> • Values and respects others' roles in student learning and welcomes their participation in the teaching process. • Builds acceptable and professional relationships with students, colleagues, and families that are student-centered and conducive to learning. • Reaches out to others to establish constructive relationships and rapport especially in challenging situations. 	<ul style="list-style-type: none"> • Initiates TAT's, • P-T conferences, • student portfolio's, • newsletter articles , • attends booster club meetings 					
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